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ELED 310

Week 1, Assignment 4, Part 1

I used the Maryland State Curriculum for Social Studies, focusing on Grade 3, from the website <http://mdk12.msde.maryland.gov/instruction/curriculum/social_studies/index.html>. I reviewed the content standards and the National Council of Social Studies *Themes of Social Studies* listed on their website [www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands). The State standards that I matched to five of the themes from the article are:

Theme 1 – Culture: Human beings create, learn, share, and adapt to culture relates to the State standard 2.A. Elements of Culture. 1. Analyze and describe elements of a multicultural setting: a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language. Theme 1– Cultures are dynamic and change over time relates to the Stated Standard 2.B. Cultural Diffusion - 1. Identify and describe how individuals and groups share and borrow from other cultures; Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures, a. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures.

Theme 2 – Time, Continuity, and Change: Studying the past enables us to understand human story through time relates to the State Standard 5.A.2. Investigate how people lived in the past using a variety of primary and secondary sources: a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents. The theme focused on understanding the past to analyze consequences relates to the State standard 5.A. Individuals and Societies Change Over Time: 1. Examine differences between past and present time: a. Develop a timeline of events in the community and b. Explain the relationship among events in a variety of timelines. Additionally, the Themes 2 focus on reading, reconstructing and interpreting the past to answer questions relates to the State (Grades 3-5) Standard 6.A. Read to Learn and Construct Meaning about Social Studies: 1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary and 2. Use strategies to prepare for reading (before reading).

Theme 3 – People, Places, and Environments: Study of people, places, and environments relates to State standard 3.C. Movement of People, Goods and Ideas: 1 Describe how transportation and communication networks link places through the movement of people, goods, and ideas: a. Explain how transportation and communication networks connect places, people, and ideas and b. Identify reasons for the movement of people from one community or region to another.

Theme 5 – Individuals, Groups, and Institutions: Formal and information political, economic and social organizations relates to State (Grades 3-5) standard 6.A. Read to Learn and Construct Meaning about Social Studies: 4. Use strategies to demonstrate understanding of the text (after reading) and State (Grade 3) standard 2.C. Conflict and Compromise: 1. Analyze how groups of people interact: a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion and b. Analyze how different points of view in school and community situations may result in compromise or conflict.

Theme 6 – Power, Authority, and Governance: Development of civic competence relates to State standards 1.A The Foundations and Function of Government: 1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services: a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order, b. Explain the consequences of violating rules and laws, and c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government; and 2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen: a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality , and b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles. It also relates to State standard 1.B. Individual and Group Participation in the Political System: 1. Explain how people and events have contributed to the American political system: a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council and b. Describe the contributions of people who contributed to the common good of society; 2. Analyze the role of individual and group participation in creating a supportive community: a. Explain the decision making process used to accomplish a community goal or solve a community problem, b. Explain the roles and responsibilities of effective citizens in a political process, and c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations. Further, the section of the theme focusing on the dynamic relationships between individual rights and responsibilities relates to State standard 1.C.1. Explain the rights and responsibilities of being a member of the school and the community: a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering.